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ABSTRACT

The use of career-based adult basic education to achieve rehabilitation in persons in correctional insitutions is discussed in this report. This program, based on a model design developed by corrections personnel, is a cooperative effort in teacher training, experimentation, demonstration, operation, and evaluation. Goals are defined, the model is implemented, and decision-makers are trained, all within the framework of the program's philosophy. (RS)

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ADULT BASIC EDUCATION IN CORRECTIONS PROGRAM

# O V E R V I E W

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Adult Basic Education in Corrections Program

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A B E C

# ADULT BASIC EDUCATION IN CORRECTIONS

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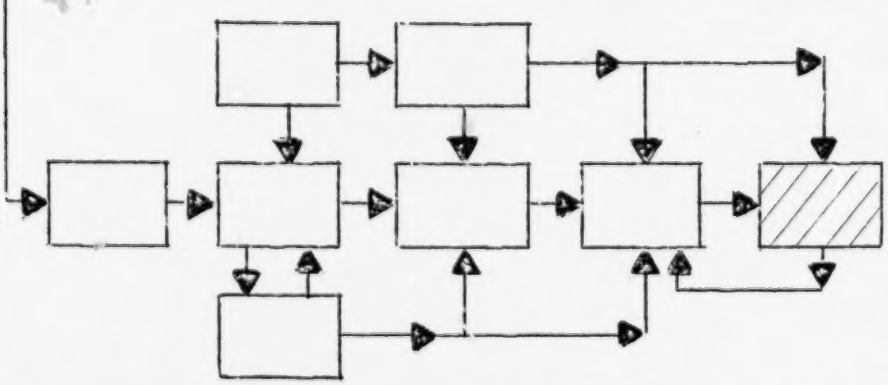

Education Research and Development Center
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## DESCRIPTION OF THE ABEC PROGRAM

In May, 1969 the Education Research and Development Center of the University of Hawaii, under grant from the U. S. Office of Education, Division of Adult Education Programs, initiated development of a model of adult basic education for corrections. Completion of the model was achieved in April, 1970 when an ad hoc Model Design Committee, meeting in Schiller Park, Illinois, synthesized a working model of adult basic education in corrections (ABEC). The conceptual model was synthesized from models developed earlier in the Program by participants in seminars for leaders in corrections. Nineteen participants in a seminar held in Morgantown, West Virginia, in January, 1970 jointly developed one of the preliminary models. A second model was developed by eighteen participants in a seminar in San Dimas, California in February, 1970. These two models were analyzed and evaluated prior to being synthesized into a conceptual model of ABEC which serves as the primary vehicle for delivery system development and training personnel.

The ABEC Program, operated by the University of Hawaii Education Research and Development Center, is directed toward achieving reform, innovation, and improvement in the nation's correctional settings through the vehicle of career-based adult basic education. The philosophy undergirding the total ABEC program is the belief that corrections and rehabilitation must be corrective and rehabilitative--not punitive and retributive, and this mandates an implicit commitment to the ultimate goal of changing behaviors of those who constitute the offender population. This is a function of education. Specifically, this function is the responsibility of adult basic education, since the bulk of the population in correctional settings is characterized by lack of educational, occupational, and social skills requisite for getting and maintaining gainful employment and fulfilling adult responsibilities in the free society.

The program is a massive effort in teacher training, encompassing experimentation, demonstration, operation, and evaluation. The program is a national strategy operating in a regional and state framework. Over a four-year period, 1,700 individuals in correctional settings will be provided specialized training and will be given supervision and guidance in developing models for career-based education.

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## PURPOSES AND OBJECTIVES OF THE ABEC PROGRAM

The ultimate achievement of the ABEC program will be realized when an effective system implementing the model is instituted in correctional settings. The purpose of the program is to develop models and to train personnel in using models so changes in behaviors of offenders will be wrought to prepare them for participation in the community as economically efficient, socially productive, civically responsible individuals who have achieved self realization. The purpose of the ABEC program is implemented in the following objectives:

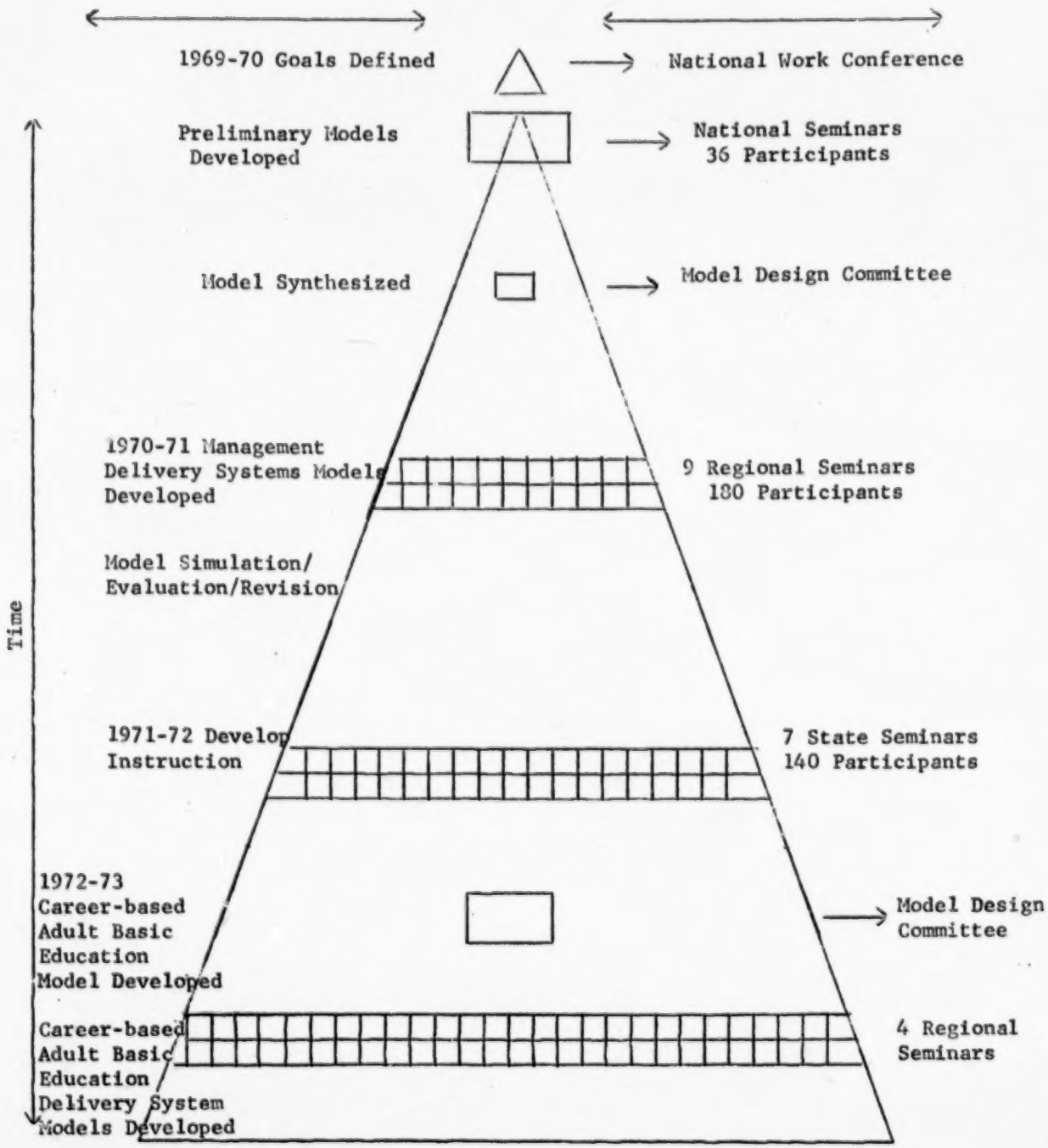
1. Development and evaluation of a conceptual model and delivery systems of career-based adult basic education for corrections.

2. Training of personnel in developing models for Adult Basic Education in Corrections.

## OPERATIONAL PLAN FOR ABEC PROGRAM

The operating plan combines activities of model development and personnel training, illustrated in Figure 1, encompasses four phases.

Figure 1. Adult Basic Education in Corrections Program Design



## PHASE I: MODEL DEVELOPMENT AND LEADER TRAINING

A national phase with states and regions involved in planning.

May, 1969 to April, 1970

### Accomplishments

1. A model of Adult Basic Education in Corrections was developed.
2. A philosophical base and statement of goals were derived.
3. Thirty-seven leaders in corrections were given specialized training and prepared to fulfill instructional roles in Phase II regional seminars.

In October, 1969 a national work conference was held in Arlington Heights, Illinois where a Committee of One Hundred--representing corrections, probation and parole, law enforcement and judiciary, welfare and employment, community agencies and social services, labor and industry, education and government, behavioral and social sciences--established a philosophical base and defined goals of adult basic education in corrections. The products of the October conference laid the foundation and pointed direction for the two national seminars dealing with Adult Basic Education in Corrections model design.

In January, 1970 a twenty-four day national seminar was held in Morgantown, West Virginia for 19 leaders in corrections, who jointly developed a first-stage model of Adult Basic Education in Corrections.

In February, 1970 a twenty-four day national seminar was held in San Dimas, California for 18 leaders in corrections, who, working independently from the Morgantown group, also developed a first-stage model of Adult Basic Education in Corrections. The 37 participants in the two seminars came from 27 states and the Canal Zone, and represented long and short term institutions, with male and female offender populations, at local, state and federal levels.

In April, 1970 the Morgantown and San Dimas models were synthesized into a single working model by an ad hoc Model Design Committee.

## PHASE II: MODEL IMPLEMENTATION AND EVALUATION AND TRAINING OF DECISION-MAKING

A regional phase, with states and federal government involved in planning. Operations keyed to the ten Office of Education regions, and activities coordinated against a regional network.

May, 1970 to April, 1971

MODEL IMPLEMENTATION AND EVALUATION

* Three day conference for selected participants in utilization of the model of ABEC as a training device
* Implementation of the model in selected local, state, and federal settings on a trial basis
* Evaluation of model implementations
* Revisions and additions to experimental edition of the model
* Development of 66 delivery systems

TRAINING OF DECISION-MAKERS

* 9 ten-day regional seminars for decision-makers in corrections
* Participant teams of two or more from an institution
* Guidance in using the Model to prepare delivery systems for ABEC in particular institutions or settings

## PHASE III: MODEL IMPLEMENTATION AND EVALUATION AND TRAINING OF ABEC TEACHERS

A state and local phase, with regions and federal government involved in planning. Operations keyed to the states and territories of the United States, and activities coordinated against a state-wide network.

May, 1971 to July, 1972

MODEL IMPLEMENTATION AND EVALUATION

* Five day advanced training seminar for selected participants in utilization of the model of ABEC as a training device
* Implementation of the model in selected local, state, and federal settings on a trial basis
* Evaluation of model implementations
* Revisions and additions to experimental edition of the model
* Development of 49 delivery systems

TRAINING OF PERSONNEL

* Seven ten-day conferences for teachers and teaching-related personnel
* Participant teams of two or more from an institution
* Guidance in using the model to prepare delivery systems for Adult Basic Education in Corrections in particular institutions or settings

## PHASE IV: PLANNING AND EVALUATING CAREER-BASED ADULT BASIC EDUCATION IN CORRECTIONS

A state and local phase, with regions and federal government involved in planning. Operations keyed to the states and territories of the United States, and activities coordinated against a state-wide network. This phase of the Adult Basic Education in Corrections program meets the need for staff development in use of systems approach to plan and evaluate career-based adult basic education for educationally disadvantaged adult in correctional institutions. There is a critical need for development, implementation, and evaluation of curricula to prepare the nation's educationally disadvantaged offenders for meaningful and rewarding participation in the world of work. A capability for program development to integrate basic communication, computation, and social relationship skills with career education for functionally illiterate offenders must be developed and a concerted effort in staff development to implement this capability are needed. This phase of the training program will meet these needs.

MODEL IMPLEMENTATION AND EVALUATION

* Implementation of the model in selected local, state, and federal settings on a trial basis
* Evaluation of model implementations
* Revisions and additions to experimental edition of the model

TRAINING OF PERSONNEL

* Advanced training seminar in career-based adult basic education
* Four ten-day conferences for teachers, administrators, and related personnel
* Participant teams of two or more from an institution
* Guidance in using the model to prepare career-based models for Adult Basic Education in particular institutions or settings.

Participants will be selected from among those completing application files:

* Adult Basic Education in Corrections seminar application form
* One confidential evaluation
* One certification of institutional commitment to implement program plan
* One certification of employment

Criteria for selection of participants:

* Employment in adult basic education and/or corrections
* Commitment to improve adult basic education in corrections
* Educational and experience background to benefit from training in designing career based adult basic education goals
* Leadership qualities

Final selection of trainees from among those meeting criteria will take into account:

* Equitable regional distribution of participants
* Preference for persons applying as an institutional team
* Recommendation of state directors or U. S. Bureau of Prisons administrators

Selection Procedures of Participants in Regional Seminars

Nominations will be invited from:

* Adult Education Program Officers and Regional Directors of Office of Education Regional Officer
* State Directors of Adult Education
* State Directors of Corrections
* U. S. Bureau of Prison Administrators
* Participants in National Seminars, Adult Basic Education in Corrections Program

Application forms and information brochures will be sent to nominees and to other interested individuals. Institutions will be requested to send teams of two or more to participate in a ten-day seminar. Recommendations will be requested from State Director or U. S. Bureau of Prison Administrators.

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